

## Appendix A:

### Instruments Already Approved

#### Study Participation Agreement Form and Information for Parents and Students:

- Application Information
- Study Description
- Study Participation Agreement Form

#### Baseline Questionnaires and Surveys:

- Student Background Questionnaire
- Beginning of Year Teacher Survey

**(Sample letter that could be sent by school principal)**

**ENHANCED READING OPPORTUNITIES PROGRAM  
APPLICATION INFORMATION**

Dear Student and Parent/Guardian:

This year some of the ninth graders at *[insert high school name]* will have a chance to benefit from an exciting, new reading program meant to help students do better in high school. You are one of many students who may be eligible for this Enhanced Reading Opportunities (ERO) program. We are thrilled to offer this promising program at our school.

A few features of the ERO program are:

- Small class sizes: only 12 to 15 students per class
- Specially trained teachers
- Interesting reading materials
- Use of computers
- Nationally respected curriculum
- Part of a student's regular class schedule
- Course credit towards graduation.

Also, our school district, *[insert district name]*, is part of a national study to see how well programs like these work. This means that the experiences of our students and teachers in this program will affect federal education policy as well as policies in our own district.

There is a consent form with this letter. **You have to fill out the attached form to apply and be considered for the ERO program. The form must be signed by a parent or guardian.**

If you have any questions or did not receive the consent form, please contact *[insert relevant school contact names and phone numbers here]*.

Sincerely,

*[Insert school principal name]*



**PROGRAM DESCRIPTION**  
Sponsored by the U.S. Department of Education

<b>The ERO Program</b>	<p>The Enhanced Reading Opportunities program (ERO) is an effort to better prepare ninth grade students for high school level coursework and state tests. ERO is a reading class that uses a promising reading program chosen by national reading experts. Features of ERO include:</p> <ul style="list-style-type: none"> <li>• Small class sizes of only 12-15 students.</li> <li>• Offered during the school day as part of a student's regular class schedule.</li> <li>• A teacher specially trained in reading instruction.</li> <li>• [add more here]</li> </ul> <p>[Sell program more here?]</p>
<b>The ERO Study</b>	<p>Ninth grade students who need extra help with reading are being asked to participate in a very important national study of this program. The U.S. Department of Education has sponsored this study of ERO to determine if this program has a positive impact on how students read and how well they do in high school. The results of this study will help us understand how we can continue to help students do better in school.</p> <p>To be eligible for the program and as part of the study, students will be asked to return a consent form signed by a parent or guardian. This form will indicate that the parents or guardians agree that:</p> <ul style="list-style-type: none"> <li>• Their children can participate in the study.</li> <li>• Their children can take a reading test that is about 45 minutes long at the beginning and end of the school year.</li> <li>• Their children can complete a survey that takes about 15 minutes at the beginning and end of the school year.</li> <li>• The study team can have access to information in their children's school records (for example: grades, attendance, gifted/special education status, test scores).</li> </ul> <p>There are more students eligible for and interested in this program than there are openings. To make things fair, students will be chosen through "random selection" – which is like a lottery, or picking names out of a hat.</p> <p><i>Whether or not your child is chosen by lottery for the program, he or she will still be part of the research study.</i></p>

**ERO DESCRIPTION (continued)**  
Sponsored by the U.S. Department of Education

<b>The Study Team</b>	<p>The study is being conducted by two not-for-profit research firms, MDRC (New York, NY) and American Institutes for Research (AIR; Washington, DC). The study director is James Kemple, Ed.D., an experienced researcher and former high school teacher.</p> <p>Superintendent Jane Doe and your child’s principal support the ERO program and research study.</p>
<b>Privacy</b>	<p>Your child’s information will be held in strict confidence by the study team. The study team will not share information about your child with anyone unless it is required by law.</p> <p>There are no risks for your child to participate in this program or study. Participation is voluntary. Your child will not be penalized for not participating in the program.</p>
<b>For More Information</b>	<p>Please contact Principal John Doe at xxx-xxx-xxxx, or the study director, James Kemple at (866) 519-1884 or by email at ERO@air.org.</p>



## Study Participation Agreement Form

Your son/daughter's high school is offering a new Enhanced Reading Opportunities (ERO) class for a small group of eligible students. Your son/daughter may be eligible for this program if he/she is identified as needing help in reading.

The ERO class is also part of a national study to learn whether intensive and high-interest reading programs can improve ninth grade students' reading achievement and help them do better in high school. Only those eligible students whose parents agree to let them be part of the study will have a chance to get into this program.

To be part of the ERO class and the study, parents and students must understand the following:

- Because there are limited openings in the ERO classes, some eligible students will not be able to enroll in them.
- A lottery will be used to choose which students can enroll. This means that every eligible student will have the same chance to get into this program.
- The ERO reading class is offered as an elective class and for credit. If your son/daughter is selected for the ERO class, he/she will take this class instead of another elective class or study hall. The ERO class will not replace the regular English/Language Arts class or any other required classes.
- Students who are not selected to participate in the ERO program may participate in any other programs or courses in the high school for which they qualify.
- Your son/daughter will be part of the research study whether selected by the lottery for the ERO reading class or not.
- As part of the study, your son/daughter will be asked to take a reading test and fill in a short survey at the start and end of the school year. No student has to answer questions that he/she does not want to answer.
- For students participating in the study, the study will collect information from school records during their high school careers. This will include information such as students' grades, attendance, free/reduced-price lunch status, and test scores.
- All information about your son/daughter will be kept confidential to the extent allowable by law and used only for the study and related research.

**Please indicate YES or NO with an X in the box below.**

<input type="checkbox"/> <b>YES</b> , I would like my child to participate in the ERO reading program and I give permission for my child to participate in this study.	<input type="checkbox"/> <b>NO</b> , I do not give permission for my child to participate in this study.
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Print Name of Parent/Guardian: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Phone Number: (\_\_\_\_\_) \_\_\_\_\_ Date: \_\_\_\_\_

Print Name of Student: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student Birthdate: \_\_\_\_/\_\_\_\_/\_\_\_\_ Student ID Number: \_\_\_\_\_

Sponsored by the U.S. Department of Education  
Conducted by MDR C  
Study Director: James Kemple, Ed.D., phone (866) 519-1884

OMB #: 1850-0801  
Expiration: 6/30/2008  
Version: 7/27/2005



RESPONDENT ID# \_\_\_\_\_

**STUDENT BACKGROUND QUESTIONNAIRE**  
**2005-2006**  
**GRADE 9**

**First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Student ID #:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

**PURPOSE**

We are asking you these questions to get information about your background and your experiences with reading. You're the best person to help us learn about these things. We are interested in your own responses to these questions. You do not need to ask your parents, teachers, or friends for help on the answers.

This is not a test – there are no right or wrong answers. Your answers will not affect whether you are accepted into the Enhanced Reading Opportunities (ERO) program. Your answers will be used for research only, so please be as honest as you can.

You must complete this booklet to apply to ERO. However, you do not have to answer any individual questions you don't like. We hope that you answer all the questions because we need your answers to make our research complete.

**DIRECTIONS**

***Read each question carefully.*** Try to answer all questions. If no answer fits exactly, pick the one that comes closest. It is important that you follow the directions for responding to each question. Mark (✓) each answer clearly.

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**YOUR ANSWERS WILL BE USED FOR RESEARCH ONLY. YOUR ANSWERS WILL NOT AFFECT WHETHER YOU ARE ACCEPTED INTO THE ERO PROGRAM.**

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**MDRC, New York, NY. [www.mdrc.org](http://www.mdrc.org)**  
**For questions, contact Jim Kemple at [James.Kemple@mdrc.org](mailto:James.Kemple@mdrc.org), Phone: (866) 519-1884**

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0801**. The time required to complete this information collection is estimated to be 15 minutes per respondent, including the time to review instructions, respond to the questions, and review the responses. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208.

OMB #: 1850-0801  
OMB expiration date: June 30, 2008

**First, please tell us about yourself and your family.**

1. What is your gender?

☐ Male☐ Female

2. Are you Hispanic or Latino/a?

☐ Yes, I am Hispanic or Latino/a.☐ No, I am not Hispanic or Latino/a.

3. Which of the following best describes you?

**Mark (✓) one or more.**☐ White☐ Black or African American☐ Asian☐ American Indian or Alaska Native☐ Native Hawaiian or other Pacific  
Islander

FOR OFFICE USE ONLY	
<b>GRS</b>	
<b>Agmt Form</b>	<b>Y          N</b>

**GO TO NEXT PAGE** 

**For the questions in this section, mark (✓) only one answer for each question.**

4. Does your family get a newspaper at least four times a week?

- ☐ Yes
- ☐ No
- ☐ I don't know

5. Does your family get any magazines regularly?

- ☐ Yes
- ☐ No
- ☐ I don't know

6. About how many books are there in your home?

- ☐ Few (0-10)
- ☐ Enough to fill one shelf (11-25)
- ☐ Enough to fill one bookcase (26-100)
- ☐ Enough to fill several bookcases (more than 100)

7. Is there a computer at home that you use?

- ☐ Yes
- ☐ No

8. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.

- ☐ Yes
- ☐ No
- ☐ I don't know

9. Is there a world atlas in your home? It could be a book of maps of the world, or it could be on the computer.

- ☐ Yes
- ☐ No
- ☐ I don't know

10. About how many pages a day do you have to read in school and for homework?

- ☐ Five or fewer
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ More than 20

11. How far in school did your mother go?

- ☐ She did not finish high school.
- ☐ She graduated from high school.
- ☐ She had some education after high school.
- ☐ She graduated from college
- ☐ I don't know.

12. How far in school did your father go?

- ☐ He did not finish high school.
- ☐ He graduated from high school.
- ☐ He had some education after high school.
- ☐ He graduated from college
- ☐ I don't know.

13. How often do people in your home talk to each other in a language other than English?

- ☐ Never
- ☐ Once in a while.
- ☐ About half the time
- ☐ All or most of the time

**GO TO NEXT PAGE** 



**This section is about reading and writing. The section has 5 questions.**

14. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Mark (✓) one answer on each line.

	Strongly Disagree	Disagree	Agree	Strongly agree
a. When I read books, I learn a lot.	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
b. Reading is one of my favorite activities.	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
c. Writing things like stories or letters is one of my favorite activities.	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
d. Writing helps me share my ideas.	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○

15. How often do you do each of the following? Mark (✓) one answer on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Read for fun on your own time.	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
b. Talk with your friends or family about something you have read	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
c. Write in a private diary or journal on your own time.	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
d. Write e-mails to your friends or family.	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○

16. NOT including reading that you do for school, how often do you spend time reading each of the following types of fiction? Mark (✓) one answer on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Comic books or joke books	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
b. Fiction books or stories (books or stories about imagined events)	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
c. Plays	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
d. Poems	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○

GO TO NEXT PAGE

17. NOT including reading that you do for school, how often do you spend time reading each of the following types of non-fiction? **Mark (✓) one answer on each line.**

	<b>Never or hardly ever</b>	<b>A few times a year</b>	<b>Once or twice a month</b>	<b>At Least once a week</b>
a. Biographies or autobiographies	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
b. Books about science (for example, nature, animals, astronomy)	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
c. Books about technology (for example, machines, computers)	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
d. Books about history	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○

18. NOT including reading that you do for school, how often do you spend time reading each of the following types of articles or stories? **Mark (✓) one answer on each line.**

	<b>Never or hardly ever</b>	<b>A few times a year</b>	<b>Once or twice a month</b>	<b>At Least once a week</b>
a. Articles or stories in a newspaper	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
b. Articles or stories in a magazine	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○
c. Articles or stories on the Internet	<sub>1</sub> ○	<sub>2</sub> ○	<sub>3</sub> ○	<sub>4</sub> ○

**THANK YOU!**

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## **Enhanced Reading Opportunities Program**

### **Beginning of Year Teacher Survey**

Fall 2005

Name \_\_\_\_\_

School \_\_\_\_\_

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. This cover sheet will be removed, your survey will be assigned an ID and no one will be able to match your name with the answers. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

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**SURVEY ID #** \_\_\_\_\_

## **ERO Study Beginning of Year Teacher Survey – Part I:**

### **BACKGROUND INFORMATION AND TRAINING**

#### **1) I am...**

☐ Female

☐ Male

#### **2) Please tell us about your teaching experience prior to the current school year**

Time teaching (total)	_____yrs
Time teaching at current school	_____yrs
Time teaching at current level (i.e., high school)	_____yrs
Time teaching English Language Arts or Social Studies	_____yrs
What subject(s) did you teach during the previous school year?	_____

#### **3) Please indicate the level(s) of certification you hold. (Check all that apply.)**

<input type="checkbox"/> Elementary	<input type="checkbox"/> High School
<input type="checkbox"/> K–8	<input type="checkbox"/> Other level of certification
<input type="checkbox"/> Middle School	<input type="checkbox"/> Provisional or temporary certification

#### **4) Please describe the subject areas of certification you hold. (Check all that apply.)**

<input type="checkbox"/> English/English Language arts (e.g., literature, reading, composition, journalism)
<input type="checkbox"/> Social Studies (e.g., economics, history, political science, psychology, sociology)
<input type="checkbox"/> Math
<input type="checkbox"/> Science
<input type="checkbox"/> ESL/Bilingual
<input type="checkbox"/> Reading specialist
<input type="checkbox"/> Special education
<input type="checkbox"/> Vocational/Technical education
<input type="checkbox"/> No subject certification
<input type="checkbox"/> Other (please describe) _____

**5) What is the highest degree you have earned?**

<input type="checkbox"/> Associate degree
<input type="checkbox"/> Bachelor's degree
<input type="checkbox"/> Master's degree
<input type="checkbox"/> Education specialist or professional diploma (at least one year beyond master's level)
<input type="checkbox"/> Doctorate or first professional degree
<input type="checkbox"/> Do not have a degree

**6a) Are you Hispanic or Latino/a?**

<input type="checkbox"/> No, I am not Hispanic or Latino/a.
<input type="checkbox"/> Yes, I am Hispanic or Latino/a.

**6b) Which of the following best describes you? Mark all that apply.**

<input type="checkbox"/> White
<input type="checkbox"/> Black or African-American
<input type="checkbox"/> Asian
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Native Hawaiian or other Pacific Islander
<input type="checkbox"/> Other (please specify) _____

**7) In the last two years, how many professional development workshops or training sessions have you attended that relate to reading/literacy education (*Please circle the number of activities, and then write in the total number of hours.*)**

How many workshops?												How much time?
0	1	2	3	4	5	6	7	8	9	10	10+	Total number of hours spent in workshops: _____

**8) On average, how much emphasis did these professional development activities place on the following topics? (Circle one number per row.)**

	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
a. State or district content standards related to reading/literacy education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Curriculum associated with a specific reading or literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student assessment techniques related to reading/literacy education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reading-related instructional strategies for low-achieving students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using student work to think about changing instruction or curricula for reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using drills, memorization or other skills-based activities for reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using long-term projects or reports for reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Relating lessons to the real world during reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Using cooperative learning techniques for reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using technology during reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions ask you to reflect on the characteristics of your school environment.

**9) To what extent do you agree or disagree with each of the following statements?**  
*(Check one box per row.)*

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Necessary materials such as textbooks and supplies are available as needed by the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have seen many programs come and go in my time teaching at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Once we start a new program at this school, we follow up to make sure that it's working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Most of my colleagues share my beliefs and values about good instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The coordination of this school's instructional program has changed for the better because of the Small Learning Community initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I make a conscious effort to coordinate the content of my courses with the content of courses in other subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Student literacy seems to be high priority at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. A student literacy initiative will complement other initiatives currently in place at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 10) How much do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Cross-curricular activities are important to students' literacy development (e.g. writing in social studies, reading in math)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. During literacy instruction, I believe it is important to give students time to work together when I am not directing them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. It is important to encourage discussions of different opinions during literacy and reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students learn literacy skills best when they engage in reading and writing to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. All students can learn to do challenging literacy tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teaching reading strategies should be an integral part of all subject area curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ERO Study Beginning of Year Teacher Survey – Part II:**  
REFLECTIONS ON PROGRAM TRAINING

**11) Please rate the SIM/SLI program training by circling the appropriate number.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This workshop made me very enthusiastic about teaching the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It was easy to concentrate on the content of the workshop sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The workshop presentations were well organized and informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I fully understand the information that was presented during the workshop sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I had sufficient opportunities to have my questions answered during the workshop sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Practice activities in the workshops were helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The workshop sessions were engaging throughout.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. This workshop was very enjoyable to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I will be able to present this program confidently to students with the help of the manuals, other materials, and support of the professional developers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Overall, I was highly satisfied with this workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12) Which of the following describes your expectations for SIM/SLI? (Check one box per row.)**

<b>I expect that SIM/SLI could be used</b>	<b>Yes</b>	<b>No</b>
a. For improvement of students' reading skills.	<input type="checkbox"/>	<input type="checkbox"/>
b. For improvement of students' writing skills.	<input type="checkbox"/>	<input type="checkbox"/>
c. For motivating interest in school work.	<input type="checkbox"/>	<input type="checkbox"/>
d. For teaching students to appreciate reading.	<input type="checkbox"/>	<input type="checkbox"/>
e. For improving students' understanding of textbooks.	<input type="checkbox"/>	<input type="checkbox"/>
f. For supplying new resources for classroom use.	<input type="checkbox"/>	<input type="checkbox"/>
g. For improving student achievement on state or district tests.	<input type="checkbox"/>	<input type="checkbox"/>
h. For providing new approaches to classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>
i. For providing professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>

**13) Based on your training on SIM/SLI thus far, please indicate the degree to which you agree or disagree with the following statements about SIM/SLI. (Check one box per row.)**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. SIM/SLI-recommended strategies and activities are congruent with the state or district English language arts content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. SIM/SLI-recommended strategies and activities will provide a good framework for what students should know about reading and language arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. SIM/SLI-recommended strategies and activities conflict with the instructional objectives at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. SIM/SLI-recommended strategies and activities seem difficult to implement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. SIM/SLI-recommended strategies and activities are consistent with my personal beliefs about good instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. SIM/SLI-recommended strategies and activities will not meet the needs of students in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**14) How effective do you think SIM/SLI strategies and activities will be with the following groups of students? (Check one box per row.)**

	Not effective	Somewhat effective	Moderately effective	Very effective	Not applicable
a. Students who have reading difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Low achieving students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students with low motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students with behavior management problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students with attendance problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Male students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Female students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Minority students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>